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ABSTRACT

The Fourth Region 1971 Workshop, sponsored by Project VOICE, was one of two regional conferences concerned with voluntary opportunities for inspiring coordinators for education. Main sessions of the conference provided the background, current information and projections about volunteerism in education. Main sessions of the conference provided the background, current information and projections about volunteerism in education. Discussion groups concentrated on the functional aspects of organizing, operating, and evaluating volunteer programs in education. (Related documents are SP 005 910, 006 106, 006 104.) (MJM)

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VOICE

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VOLUNTARY OPPORTUNITIES FOR INSPIRING COORDINATORS FOR EDUCATION

THROUGH

TRAINING - WORKSHOPS - PUBLICATIONS

Fourth Region Workshop Report
1971

Project VOICE

REGION IV WORKSHOP ON VOLUNTEERS IN EDUCATION

CABANA MOTOR HOTEL
ATLANTA, GEORGIA

INTRODUCTION

A three-day volunteers in education workshop was held in Atlanta, Georgia for states in Region IV of the United States Office of Education, October 13 - 15, 1971. Its theme "THE THREE-WAY STREET", Volunteers, Schools and Community was sponsored by Project VOICE of the Washington Technical Institute in cooperation with Volunteers in Education, B.E.P.D., U.S. Office of Education. More than two hundred persons registered from the eight Region IV southeastern and adjacent states.

The workshop opened with registration followed by the Dinner Session. Mrs. Thomas H. Gibson, of the National Committee for Support of Public Schools presided. The Honorable Wyche Fowler, Jr., Esquire and Alderman of the Fifth Ward, Atlanta, Georgia gave the official greetings. In referring to the volunteers he stated that,"There is no higher calling at this day, at this time, and at this hour, especially in the eight or nine states that you represent than the calling for quality specialized education, not only from the professional but from those of us who care enough to bring us through one of the most difficut times in the history of both public and private education in our region. We welcome you here and I am proud to see you, the quality of the group, the organizations that you represent and the talents that you bring to bear in our city."

Dr. John Griffin, Executive Director, Southern Education Foundation introduced the guest speaker, Dr. Cleveland L. Dennard, President of the Washington Technical Institute, Washington, D.C., who spoke on "Volunteer Contributions to Education".

Highlights of Dr. Cleveland L. Dennard's Speech

Dr. Dennard's speech stressed the importance in the United States of gearing our educational system to meet the needs of our third century. "In point of time we are reminded that we are four years, nine months and twenty-two days from our 200th Birthday. In the history of the republic, those two hundred years find us behind in getting together, and our concern is the way in which we celebrate this anniversary.

> What roles are we going to play at this point in history in preparing our children to understand what this country is all about? Why, in this country, rather than any other country in the world are the opportunities for public education accorded more people, even with

Highlights of Dr. Cleveland L. Dennard's Speech (Cont'd)

> our imperfections? As parents we have been trained from childhood in the concepts of the Declaration of Independence, and at this point in our history, our children should be prepared to understand for what this country stands.
>
> Of special importance are the objectives of our educational processes in preparation for our third century of existence. We must: 1) inculcate the values of our society in our offspring in order to maintain our world leadership posture, 2) develop understanding capabilities in our parent and citizen groups.
>
> We hope that the real larger purpose our society will have as a basic skill taught daily in our schools, one that brings the citizenry into involvement in the learning process to strengthen the moral and intellectural fibre of the nation, so that we can move into this period and out of this period to begin the third century with the kind of confidence America needs.
>
> We consider it a real challenge to have a small part in emphasizing the importance of the volunteer. We do not view in cynical terms, as we frequently hear, that you get what you pay for or that you only can get from people service when you pay them with remuneration. The remuneration of the spirit historically has meant more to mankind than what is actually placed in his pocket. If we didn't believe that, we wouldn't be in education, because despite the increased costs, nobody gets rich as a teacher.
>
> Surely your personal reward for your profession is because of your commitment to larger purposes. It is because of this larger purpose that we have to find ways to strengthen the skills of our young people and adults to continue to make our public educational experience the most meaningful experience possible."

A representative from each of the eight states in Region IV was seated at the head table and introduced by the presiding officer. Among the head table guests were Miss Grace Watson, Director of Volunteers, B.E.P.D., U.S. Office of Education, Washington D.C. and Mr. William R. Pergande, Assistant Director, Regional Office of Urban and Community Affairs, U.S. Office of Education, Atlanta, Georgia.

Region IV Workshop - Thursday, October 14, 1971

Mrs. Jack Stein, Volunteer Coordinator, Public Schools, Shreveport, Louisiana presided at the General Session on Thursday, October 14, 1971. Miss Grace Watson, Director, Volunteers in Education, B.E.P.D. spoke on "Objectives of Volunteers in Education Regional Workshops". She gave an overview of the scope and trend of Volunteers in Education, dwelling specifically with the goals of the regional workshops. A very significant trend was reported by Miss Watson. It proposes that the volunteer training be combined with the New Teachers' Centers that are being planned. Such a step would mean a consolidation of effort that would increase the success of reaching the ultimate objectives. A film, "The Art of Human Giving", presented by Project MOTIVATE, Des Moines Area Community College, Ankeny, Iowa, attracted unusual interest among all of the audience.

Following the film, Mr. William R. Pergande, Assistant Director of Urban and Community Education, Region IV, U.S. Office of Education introduced the main speaker, Dr. Walker D. Branch, Community Services Officer, Department of Health, Education and Welfare, Region IV, Atlanta, Georgia. Dr. Branch's speech, "Opening The School Door to Volunteers" was apropos of combining the Volunteer Programs with the New Teachers' Centers. He made a major plea for the equalization of educational opportunity and suggested that this was another way in which volunteers could be of value. This climaxed a very fruitful morning session.

After a coffee break the workshop participants divided into six different discussion groups. Group A, "Recruiting and Orienting Volunteers", was co-chaired by Mr. Nathaniel Potts, Superintendent Staff, Department of Volunteer Services, Newark Board of Education, Newark, New Jersey and Mrs. Zenaida G. Nunez, Community Relations Specialist, Volunteer Bureau Community, Tampa, Florida. Resource persons were Mrs. Audrey Jackson, Mr. Lee J. Clowers, Mr. Lyndon Wade and Mrs. Loretta C. Hanes. Some of the questions discussed were: 1) How to recruit and orient volunteers, 2) How do you screen applicants, 3) What is the possibility of using adult education personnel for training volunteers, and 4) How or when do you inform volunteers about rules and regulations and policies of the school?

Some of the conclusions reached in Group A were: 1) sell your ideas, be a good salesman; 2) use senior citizens; 3) use Red Cross, local military, fire houses; 4) get community people involved, especially college students; 5) find established groups and get them involved; 6) do not turn anyone away, if the person is commited, use him; 7) recognize and utilize community resources; 8) contact super markets, electric companies, etc and request permission to place leaflet in bags and bills; 9) require two letters of character reference, send letter acknowledging the reference letters, require a blanket statement from coordinator stating names recommended, get health clearance especially x-ray, keep to minimum qualifications; 10) at the initial meeting all of the "particulars" should be presented. Many participants shared leaflets, charts, posters and/or booklets. They all thought that they gained something useful.

Region IV Workshop - Thursday, October 14, 1971

Group B, "Planning and Organizing Volunteer Programs"was co-chaired by Mrs. Lois Rogers, Coordinator, School Volunteer Program - "Helping Hands", Oklahoma City, Oklahoma and Mr. C. Gerald Summerfied, Coordinator of Volunteer Services, Louisville Public Schools, Louisville, Kentucky. Resource persons were Mrs. Meredith Averett, Dr. Frank Carpenter, Mrs. Eleanor Y. Fisher, Mr. Mark H. Freeman, Mrs. Harry Foltz, Miss Elinor Curry and Miss LoRayne Dinguess. Twenty-seven participants attended this session.

Some of the issues and answers discussed were: 1) What experiences have you had in planning for few volunteers who are of varying capabilities and you do not want those less capable to have the task? All have capabilities. 2) What do you do when persons who are setting up volunteer programs have no experience? a) Nothing to do with children - less menial; b) Leadership training or leadership sensitivity such as Red Cross or PTA's; c) Request material from U.S. Office of Volunteers in Education; d) We started by approaching the Junior League - if we go back to the community, we follow through with Voluntary Placement Center - Ft. Lauderdale, Florida; e) Go back to PTA. We serve 88 agencies which means Easter Seal - C.P. - Voluntary Action Center. Since you have Community Council you can work through National Voluntary Action. You will be able to get money, possibly for one paid employee; f) There should be one central agency supporting the Volunteer Program for the school system - not a group - so all volunteers can go through this central agency. 3) How do you organize and implement volunteer programs? How do you do this in rural areas? a) go where people organize (gather); b) go to the churches; c) go to the annual fair; d) go to market places on Saturday; e) start with a small number and work up to maximum; f) county agent's office - there appears to be lots of jealousy in rural communities between Title I people and the programs that do not receive Title I money. The churches, etc., are not willing to give support to Title I people because they are rich and do not need the money. 4) How are schools responding to volunteers? a) beautifully, we want to organize a City Wide Volunteer program rather than just use Junior League; b) camp on school board doorstep - they give when pressure is consistent and never give up. Form coalition with other groups, get PTA to ask for other groups beside Junior League, c) Miss Dinguess will send anyone a PTA publication if they will write her in Raleigh, North Carolina (see advanced mailing list); 5) How do you organize a program so that the volunteers are directing themselves? a) start at the beginning with your volunteer so that he can grow in a step by step way and gain confidence in himself; b) coordinator of volunteers should also be responsible to maximize that person's potential, let volunteers themselves coordinate what they would like to do so volunteer coordinator can sit back and look - maximum potential can be gained through interview; c) see School Volunteer Program, Oklahoma Public Schools, page II, Duties of Volunteer Committee and page VII, Structure for Advisory Committee; d) draw into program the retention power of program; e) you've got to take the supportive role of a volunteer, not the directive role always

Region IV Workshop - Thursday, October 14, 1971

Group B (Cont'd)

such as have the governor give a written approval of Volunteer Association and send to supervisor, give certificate to volunteers for the services that looks like a diploma, and in Atlanta there is a volunteer for the day announced on the radio or TV nominated by volunteer organizations.

Group C, "Faculty Preparation to Maximize Volunteer Programs" was chaired by Mrs. Elizabeth Guyton, Coordinator of Volunteers, Atlanta Public Schools, Atlanta, Georgia. Resource persons were Dr. J. Clyde Blair, Mr. J. Donald Wood, Miss Jane Satterfield, Mr. Lawrence E. James, Miss Lena A. Anderson and Sister Mary Theresa. Twenty-two participants attended this session.

Some of the questions discussed were: 1) What are teachers' attitudes on the role of volunteers; 2) Is it essential to have the support of administrative staff for volunteer programs; 3) What is the responsibility of professionals as related to volunteers; 4) How can teachers best utilize volunteers in the classroom; 5) What is the legal responsibility of the teacher to the volunteer; 6) Does the volunteer supplant the teacher; and 7) What is the criteria for the selection of a volunteer?

Some of the conclusions reached were: 1) that area superintendents as well as research personnel should have "input in" volunteer programs; 2) a background sheet of volunteer interest, preference of grade level should be submitted to teachers; 3) the establishment of a developmental system by which volunteers are oriented to school faculties; 4) it is necessary to have the support of Boards of Education for an effective volunteer program; 5) volunteers should be accountable to the principals; 6) volunteer should be allowed to work in areas of interest where he can best express his creativity ability; 7) the team of adults should be expanded (namely the volunteer) in order to have a better team approach in the classroom; and 8) more planned meetings for teachers and volunteers are needed.

Group D, "Early Childhood" was co-chaired by Miss Carol Brooks, Assistant Manager, Special Activities, Children's TV Workshop, New York and Mrs. Florence Kerckhoff, Director, Child Development Laboratories, Purdue University, W. LaFayette, Indiana. Resource persons were Mrs. Frances Cox, Mrs. Ollye B. Shirley, Miss Judith Butler, Miss Virginia Walker, Mrs. Barbara Whitaker, Mrs. Anna Woodward, and Mr. Amos W. Wright. Twenty-three persons participated at this session.

Region IV Workshop - Thursday, October 14, 1971

Group D (Cont'd)

Some of the questions discussed in Group D were: 1) How much and what kind of training does a volunteer need to work effectively in the classroom with young children; and 2) How can the teacher and educational establishment be made receptive to the positive contributions that a volunteer can make?

Some of the conclusions reached were: 1) volunteers need to be taught professional ethics--so do teachers. Information about a child's background, family, finances, etc. should not be discussed flippantly in a manner that might degrade the child or his family; 2) volunteers need to be familiar with professional terminology used by teachers. A volunteer should know that a child described as "slow" is not mentally retarded; 3) society (specifically the community) and school need to merge their efforts toward enhancing the development of the child. Teachers need to become familiar with the conditions and needs of the community. Parents need to become familiar with the conditions and needs of the community. Parents need to become involved in the programs of the school and reinforce the training offered there at home. Volunteers from the community can influence the school and act as public relations people in informing their neighbors about the school; 4) our society lacks a "sense of community", volunteers need to feel that their contributions are worthwhile, a successful volunteer program must involve people with people, not things, a volunteer should not be used as a substitute janitor; 5) the word "volunteer" may be deceptive, they are people helping people and their feelings should not be ignored, recognition is an important component of their compensation; 6) ideally, a volunteer program suggests humanity to humanity rather than humanity to things and we could do a better job in educating children to be more aware of likenesses among people.

Group E, "Reading", was co-chaired by Mr. S. Kemble Oliver III, Reading Consultant, Division of Languages, North Carolina Department of Public Instruction, Raleigh, North Carolina and Mrs. Polly Williams, Coordinator, Project UPSWING, Special Education Department, University of Mississippi. Resource persons were Miss Mary L. Beach, Mrs. Mildred Freeman, Mrs. Elizabeth Hammond, Dr. William C. Hampton, Mrs. Helen T. Pollard, Mrs. Jack Stein, and Miss Joanne Vincent. Sixteen participants attended this session.

Some of the questions discussed were: 1) When do you assume that the

Group E (Cont'd)

teacher is competent to diagnose problems? Some of the suggested answers were: 1) when she can train volunteers in a limited number of skills; 2) teach reading skills and transfer to lay language; 3) teach parents skills and have them teach their use with children; 4) give parents materials - using catch words and letter sounds; 5) if volunteers are unable to teach reading, give them another job; 6) volunteers from community (or workers) train and teach parents; 7) it is important to get people in the actual community to work; 8) train and work with children from birth; 9) teach workers and organize them to do other jobs such as, clean-up and painting; and set up day care centers in as many schools as possible. Another question asked was, "If a child is placed in a rich environment (special aids, teaching methods, materials, etc.) do they regress when they have to go back to a less affluent environment?" The answer was, "No, not necessarily."

The following problems of tutors were discussed: 1) a teacher may be on the defensive when someone comes into her classroom, she does not like to be observed; 2) impress on the volunteer that the teacher is the professional even though she is a poor teacher - she is in command; 3) children are language deprived as shown by their sense of fear of saying the wrong thing when talking with a teacher; 4) most volunteers can possibly speak the language of a child causing the child to respond better; 5) community experiences should be shared by the volunteer and the child; 6) bring in community people who can discuss their work with the children, such as, a coal miner can come into the classroom in a coal mining area; 7) materials - such as Montgomery Ward and Sears, Roebuck catalogues - teach sight words or use pictures, also discarded newspapers 20 or 30 years old can be used for a history lesson; 8) make books from children's own experiences; 9) set up behavioral objectives; 10) volunteers and teachers should plan program together and 11) motor development goes hand in hand with reading.

Group F, "Tutorial, Including Student Tutors", was co-chaired by Mrs. Marjorie H. Artis, Supervisor, Jefferson County Board of Education, Youth-Tutoring-Youth Program, Birmingham, Alabama and Mrs. Edith Ellis, Associate Director, School Volunteers for Boston, Boston, Massachusetts. Resource persons were Reverend Hoyle T. Allred, Mr. Gary Yellin, Mr. Terry Jacobs, Mrs. Frankie Johnson, Miss Margaret Miner, Mrs. Frankie Sanders, Mrs. Martha Hogsett, Miss Modestine Rogers and Mr. Michael L. Bowen.

Region IV Workshop - Thursday, October 14, 1971

Group F (Cont'd)

Some of the questions discussed in Group F were: 1) What is the most effective way to gain acceptance by teachers and other school administrators of outside tutorial programs; 2) How do you get "needed" materials for the program; 3) How can you maintain maximum student enthusiasm and participation in the program with a salaried adult coordinator; 4) Is the same approach used with the gifted child as the one with the under achievers?

Some of the conclusions reached were: 1) schools should not be the only source of housing for tutorial programs, consider churches, community centers, and the like; 2) support of school is a "must" in order to be successful; 3) "Sell" your program - prove that it works - align influential people with school board; 4) use proper approach by establishing rapport with teacher, principals and tutors; 5) tap community resources, use parent workshops or parents at home, give recognition for service, introduce new stimulating ideas; 6) obtain head supervised tutor (coordinator) for tutors, contribute salaries to other programs for school supplies, etc., if college is near use college students and get credit for field experience, pay transportation; 7) give a dimension - not touched in classroom - ex-persons who have traveled or have experience in the arts, etc., ratio depends on the tutor.

Subsequent to the close of the morning discussion groups, lunch-at-large was suggested. This was the first opportunity that many of the participants had to get a miniview of Atlanta. The weather was favorable and many strolled within a radius of six blocks, were able to eat and return to the Cabana Hotel for the scheduled afternoon discussion groups which were a repeat of the morning sessions.

Two new features were offered at this workshop, 1) a Clinic and 2) a Materials Display Room. Participants could schedule appointments for an hour with specialists for further discussion or specific information in any of the topics discussed within the six different group sessions. The Materials Display Room was quite popular. This room was kept open during the workshop for participants to visit. They, in turn, were rewarded with a variety of purposeful publications and educational materials to be used in volunteer educational work. Other books were on display for reference purposes.

Also planned for the workshop was an evening free chartered bus trip to Historic Atlanta Underground for any of the participants who were interested. Two busses of workshop participants left the Cabana Hotel at 6:00 p.m. for a three hour tour. They were rewarded by a short sight-seeing tour as well as a never to be forgotten view of the "Mall type" quaint shops and restaurants of the Civil War era, intermingled with modern shops, cafes, restaurants and night clubs. After one and one-half days of purposeful educational sessions everyone felt that the trip was a happy interlude in the workshop schedule.

Region IV Workshop - Friday, October 15, 1971

Dr. Lynette C. Gaines, Professor of Education, University of South Alabama, Mobile, Alabama presided at the General Session on Friday, October 15, 1971. Dr. Curtis Henson, Assistant Superintendent for Instructional Services, Atlanta Public Schools brought greetings to the workshop participants. An elementary school enrichment was provided by Butler Elementary School students and Mrs. George LeFont, Atlanta Section, National Council of Jewish Women. Grade-3 students were presented in an excerpt from "Hansel and Gretel" which was admirably performed. When asked how much preparation had been put into the production, it was revealed that a little over two hours was necessary. The students were delightfully entertaining. Several of the National Council of Jewish Women representatives described their organization and other volunteer activities. Mr. David C. Booker, President of Booker Associates, Inc., Reston, Virginia and Transactional Analysis Consultant developed a bristling session on the interaction of individuals in communication in their many activities. Using workshop participants, meeting for the first time, varied and unexpected reactions resulted from the communications demonstration.

After a coffee break the workshop participants divided into six different discussion groups. Group A, "Community Relations Through Volunteers" was co-chaired by Mrs. Pearl C. Brackett, Assistant Superintendent, Community Schools Division, Baltimore City Public Schools, Baltimore, Maryland and Mr. James L. Mikell, Jr., Volunteer Coordinator, Charleston County School District, Division of Instruction, Charleston, South Carolina. There were seven resource persons and twenty-two workshop participants. The panel and group were asked these questions: 1) How do you "open" the schools; 2) How do you know what other agencies or groups are doing; 3) What legalities and liabilities do you face with volunteers and your program; 4) What are the problems of community feelings toward volunteer programs; 5) What can be done to get more men; 6) How much staff and what budget does it take to run a 5,000 volunteer program; 7) What is the easiest way to specify guidelines and school policies without offending volunteers; 8) Can you clarify orientation as opposed to training; 9) What are the new techniques in recruiting; 10) What printed materials do you use for recruiting; 11) Where can you get them; 12) Who pays for this; 13) How do you reach business, industry, and labor; 14) How do you find jobs challenging enough for retired persons with expertise; 15) How do you solve your transportation problems when sending tutors and volunteers into the community; and 16) How do you change attitudes, involve community people, help work out their problems in order that they may become volunteers?

Some of the suggested answers to these questions were: 1) Make a report of preconceived expectations to each agency, club, organization, etc., and an end of the year report; 2) Ask the community what its wants and needs are, involve it in all stages of planning and development of their program; 3) Then you must search, contact, identify and utilize all people, (especially that "key" person and others influential in the community) who are able to make just such a program work; 4) You must consider and plan out each step of your program

and then find out about the liabilities and legalities involved in the various aspects of the program; and 5) Last, but not least, consider all possible ways to face and iron out the local stigma identified with public school volunteer programs.

Group B, "Publicity Guides", was moderated by Mrs. Mary Swanson, Assistant Director, Project MOTIVATE, Des Moines Area Community College, Ankeny, Iowa. There were four panel members and nine workshop participants. Some of the questions asked were: 1) How can we get people to know about our program so that they will volunteer; 2) How can we get on TV; and 3) How do you get funds?

Some of the suggested answers to these questions were: 1) In order for you to get people involved you must be an expert salesman, you must know your subject (your program), protect your image, learn the ropes, plan ahead, be professional in your actions, follow through with your commitments, be concise and evaluate each step; 2) Choose and use the right people to help you sell your program, know something about your audience, and be aware of them and their needs; 3) Advertise, circulate and post (on bulletin boards) your literature (posters, pamphlets, newsletters, brochures, form letters, flyers, visual aids) slides, tapes, testimonials, thoughout the community (grocery stores, barber-beauty shops, offices, etc.) and in local and state government agencies, businesses, industries, unions, radio, news and TV stations. (In Atlanta - Mr. Gilpin WETV); 4) Hold informal talks, interviews and make speeches whenever and wherever possible about your program; 5) Contact printers and novelty companies and have them make signs and buttons and banners to help publicize your program; 6) Develop a "nose for news", make personal contacts with the news media, try to get their ideas and help (public service department), be ethical in all your contacts, and wherever possible make the managers of the media honorary volunteers; and 7) When soliciting funds do not ask for money when other drives are on, and always remember to say "thank you".

Group C, "Development of Student Volunteer Programs", was co-chaired by Dr. Edward Brantley, Vice President Clark College, Atlanta, Georgia and Miss Karen Gabriel, Director of Volunteer Services, Mississippi State College. Fifteen workshop participants joined this group. Some of the questions raised were: 1) Do college students tutor high school, junior high and grade school students; 2) Is this tutoring for credits; 3) Does it matter if a volunteer is paid or gets credit; 4) How do you motivate students to volunteer when these students need money; 5) How does one decide what type of program is needed; and 6) How do you organize?

Region IV Workshop - Friday, October 15, 1971

Group C (Cont'd)

Some of the suggested answers given in Group C were: 1) College students do tutor on a volunteer basis; 2) Some tutor for college credits, but in most cases the students are more concerned with the tutee and the end product; 3) Students who need financial help should seek help through college funds, but a good coordinator should make financial help a part of the fringe benefits to motivate volunteers to help; 4) In one instance, the Junior League started the volunteer program and the coordinator directed it; 5) Ten pilot schools received help through the program; 6) The coordinator made surveys, determined the needs of the school and the types of volunteers; 7) She then recruited, interviewed and screened the volunteers. They were trained through workshops; 8) Then the principals and teachers selected the volunteers who best suited the needs of their particular school; and 9) Many students felt that adults can be very good volunteers, but agreed they must be properly oriented and trained.

Group D, "Volunteers in Adult Education", was co-chaired by Mr. Frank K. Hardin, Curriculum Supervisor, Office of Adult Education, State Department of Education, Columbia, South Carolina and Mrs. Alice M. Leppert, Director, Volunteers in Community Services, Church Women United, New York. Eleven persons participated in this group.

Some of the innovative ideas suggested by this group were: 1) That some of the volunteers used in libraries have an area of interest for adult education; 2) There is a need for more coordination within volunteer groups available to serve; 3) It is wise to use volunteers in many ways, recruitment, advisory counsel, social work, tutorial services and also as a means to help them continue their own education; 4) The Volunteer Program in Atlanta, OEO, and United Appeal brings agencies who have volunteers under one umbrella; 5) The training and orientation for volunteers is very important and especially for instructional programs; 6) Volunteers can help with personal problems and the teaching of many social skills; 7) Caution is necessary in sensitivity of persons in the ABC programs and it is important that individual instructions be given in this program; 8) A point that was brought out was that Adult Education programs have better terminology than other Basic Education groups; and 9) An interesting program in operation is "Dial-Accers" under the operation of Dr. Wood, Assistant Superintendent, Pike County, Troy, Alabama.

Region IV Workshop - Friday October 15, 1971

Group E, "Tutorial Programs" was chaired by Mrs. Marguerite C. Selden, Assistant Superintendent, Department of Summer Schools, Continuing Education and Urban Service Corps, D. C. Public Schools, Washington, D.C. There were nine participants in this group.

Some of the questions discussed were: 1) How much training do volunteers need for a program in reading; 2) How much do you need to begin such a program; 3) Where do you start in training a volunteer and how; 4) What are the areas of tutoring; 5) Are tutorial programs related to local volunteers; 6) How do you get adults to admit that they can not read; 7) When you have a volunteer who doesn't work out, what do you do; 8) Do volunteers really belong in education or should teaching be left to the professional; 9) How might we reduce the gap between the "professionals" and the "volunteers" as far as status, comforts and identification; 10) How can you solve the problem of physical facilities - space - for the volunteer program; and 11) What do you perceive as the assets and liabilities involved in tutors going into homes?

Some of the solutions suggested were: 1) We should help tutors develop confidence before they begin and help them feel comfortable as tutors. The Laubach method gives about twelve hours of training to be used for older children who read on low level. The method teaches volunteers how to use high interest, low vocabulary materials; 2) Start with general knowledge, helping children to listen and speak effectively getting their attention. When you are speaking to them talk slowly, clearly and distinctly. Training for volunteer parents depends on what they are capable of doing; 3) Helping children to improve study habits is an important job for the tutor, but make sure tutor knows how to use resource materials, library, etc. and also how to communicate with teachers; 4) Tutors are used in reading and mathematics only, in some geographical areas and in Atlanta volunteers are used in any area that the child needs help; 5) Student tutors in Oklahoma City work outside of the school after school hours, Bell Telephone employees tutor at the Bell Building; and some college students go to the classroom and work under the direction of the teachers; 6) Some resource materials are available from the National Reading Center in Washington, D.C., The National Center for Voluntary Action, Washington, D.C., local (Atlanta) Volunteers Atlanta; Laubach Literacy; Literacy Action, Inc.; Volunteers in Education, U.S. Office of Education; Gwinn; ESAP; Publishing Houses and businesses; 7) In Adult Education, Literary Action, Inc., works with various states and local agencies as resources, churches, schools, and governmental health institutions; 8) Must work with professional people in such a way that they will respond

Region IV Workshop - Friday, October 15, 1971

Group E (Cont'd)

successfully; 9) Local agencies, Welfare Departments, etc. can give advice about adults who need tutorial help; 10) Give help with positive points of view; 11) Adults benefit from learning how other people live, and you must be careful about imposing "middle income values" on low income people; 12) Sometimes the volunteer doesn't work out so you have to give a definite trial period. At the end of this period service can be ended, volunteer can be transferred or volunteer may feel it is not for him; 13) Teachers feel that volunteers have a direct usefulness and they are needed to supplement the program (formal and informal tie together); 14) The gap between the paraprofessional and the professional has been handled in different ways. The Beta Club in one city took on tutoring responsibilities. The kids in another area involved in tutoring actually profited more because they gained confidence and it also helped motivate them; 15) Workshops for developing materials for volunteers and professionals together have been funded and funds are available from Volunteers in Education, U. S. Office of Education, Miss Grace Watson, Director; 16) Our profession (education) is late in recognizing that teachers and volunteers need to work together as a team, such as medical profession - doctor and nurse; 17) Physical facilities for volunteers and tutors have posed some problems. The library, church and community centers should be tapped; and 18) Quite often it is disruptive for the tutor to work in the home because parents worry about house being clean, etc., on the other hand there are volunteers who have succeeded and can tell their success stories, and the kinds of ways that they build a relationship with the tutor and his family.

Group F, "Training Volunteers" was co-chaired by Mrs. Helen Pollard Reading Specialist, D.C. Board of Education and National Reading Center, Washington D.C. and Mrs. Warren Windle, Founder, Volunteer Placement Center, Finding Suitable Placement, Ft. Lauderdale, Florida. Thirty-two workshop participants joined this group.

Some of the questions discussed were: 1) How often is each child helped; 2) How long do you stay with a child; 3) What about materials like SRA Mathematics Kit; 4) What materials do you suggest; and 5) What is the importance of attitude toward child, what of ethics?

Some of the suggested answers were: 1) By teaming with another adult you can help the child two or three times a week; 2) It is suggested that you tutor ten minutes to a half hour per session; 3) This was a training and

Region IV Workshop - Friday, October 15, 1971

Group F (Cont'd)

demonstration session so all buckled down to work; 4) Mrs. Pollard, NRC trainer, demonstrated the use of the Dolch list, 100 word article count, and also the sound box. The group participated in using these materials; 5) Teaching mathematics also was a part of this session and the group was told about the importance of manipulating materials used in teacher mathematics. Some materials suggested for use were: Dr. Spello, SRA, media and others; and 6) Other topics discussed were PE games, workshops for the use of machines and other audio-visual aids and equipment, important principles of learning, ethics and language patterns.

Between adjournment of the discussion groups and lunchtime, films were shown in the auditorium. This operation was made possible through courtesy of the Audio-Visual Department of the Atlanta Public Schools. The films shown included "Make a Face for Tomorrow", "Poets and Mathematicians", "How to Tutor" and a Head Start production.

General Session

The final general session of the Workshop was chaired by Dr. Benjamin E. Mays, President of the Board of Education, Atlanta Public Schools and former President of Morehouse College. Dr. Mays introduced the members of the first symposium which dealt with "Funding and Related Resources".

Dr. John W. Hill, Consultant, Research and Higher Education, Alabama State Department of Education led the symposium with his detailing of the Education Professional Development Act. Mrs. Claire Coughlin, Consultant with the Florida State Department of Education gave information regarding Title I of the Elementary and Secondary Education Act, over-all federal funding resources and requirements were described by Mrs. Grace H. Davis, Assistant in the Federal Programs Division of the District of Columbia Public Schools.

Some of the questions asked were: 1) Is there any way to check all possible sources of funds and avoid duplication of funding; 2) What help can be given to a local group in writing a proposal for available funds; 3) Are there funds available for training volunteers and the salary of coordinators; 4) What part will the National Reading Center play in funding reading programs; 5) Can you explain EPDA in relation to volunteers and are funds available; 6) Where can you turn to get funds to establish a volunteer program, and use already trained personnel; 7) Will the Washington Technical Institute assist state and local groups with funding volunteer programs; 8) How do you get stipends for

programs already funded; 9) Where does one start in seeking federal and state funds to help support a volunteer program; 10) How can I secure an outline of and the procedure for writing a proposal for funds, and where can I get a list of names and addresses of places that have funds; 11) What public and private sources of funds (foundations, organizations, industries, etc) have successful volunteer programs used; 12) How can one secure funds for local workshops; 13) How is business and industry helping in funding volunteer programs; 14) How can colleges and universities get funds to carry on volunteer training programs?

Some answers were: 1) EPDA is state level administration for training aides and volunteers and up dating teachers at satellite training centers, Mr. Hill stated that there is 2.5 million in his state for training and some money is available for travel; 2) other valuable information on funding was referred to in "American Education Annual Guide to O.E. Programs, 1972" copies of which can be obtained by writing, The Editor American Education, U. S. Office of Education, Washington, D.C. 20202; "Business, Industry and Education", by Benjamin H. Pearse; "American Education" Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (10¢), catalog No. FS 5.220:20116, U.S. GPO Washington, 1969; "Education Professions Development Act Report", U. S. Office of Education, Washington, D.C. 20202 and "Six False Reasons Why Fund Raising Should Be Delayed", by David E. Miller Associates, Ltd., 344 Westchester Avenue, Mount Vernon, New York 10552 and "Pointers on Private Funding" by Robert L. Cousins, 195 Pineland Road, N.W., Atlanta, Georgia.

Additional comments and suggestions were: 1) Private donors and foundations prefer to give to tax-exempt programs and projects. Be sure your's is tax-exempt before submitting a request; 2) Public libraries have the "Foundation Directory" (published by the Foundation Library Center) that includes a brief description of each foundation, its officers, its scope of interests so far as the kind of activities to which it contributes, and states any restrictions in its grant program; 3) Select potential donors who are appropriate for your kind of appeal. Study their conditions, restrictions, etc. to be sure that what you submit is in line with their regulations; 4) Most donors now do not want to make commitments for more than one year due to current economic uncertainties; 5) Requests for 1972 should be made now during 1971; 6) Have descriptive material and tentative budget to show how the money will be spent. Cultivate

or emphasize their interest area and show how the money will promote this; 7) Local banks make contributions through their advisory committee. Do not go to the president; 8) If you receive funds be sure to spend it as proposed in your submission.

The human side of volunteer services was the vital point brought out by Miss Helen M. Turner, Area Director, Office of Volunteer Personnel, American National Red Cross, Atlanta, Georgia. Miss Turner cited many organizations, like her own, businesses, such as the telephone company, retiree associations of professionals and laymen, senior citizens groups, church groups, college and university students, social clubs, sororities and fraternities -- as possible sources of valuable help. These are the equivalent of funds. Government also is attempting to encourage workers to volunteer. These can be contacted through a special office in Civil Service. "It is the heart that counts most", Miss Turner reiterated, "For without that as motivation there would be no volunteers."

Another related resource - that of the parent-teacher associations, was reported by Mrs. Larry E. Metcalf, Chairman, P.T.A., RISE Project, North Carolina Congress of Parents and Teachers, Raleigh, North Carolina. Mrs. Metcalf commented on the natural relationship of parents to the needs of children in the school and urged the schools to take advantage of the RISE resources. RISE stands for "Reading Improvement Services Everywhere" and is not limited just to its membership as volunteer tutors but actively recruits other interested persons.

The last group discussion centered around "Evaluation Procedures for Large and Small Volunteer Programs". This topic was discussed by a panel consisting of Dr. Mildred P. Cooper, Assistant Superintendent, Department of Planning, Innovation and Research, District of Columbia Public Schools; Dr. H. Russell Cort, Director Evaluation Systems Department, General Learning Corporation, Chevy Chase, Maryland; and Dr. Irene C. Hypps, Director, Project VOICE of the Washington Technical Institute, Washington, D.C. There were about forty-five participants.

Among questions asked of this panel were these: 1) What has been learned from past evaluations; 2) What kind of report should an evaluation provide; 3) What do you see as the purpose of evaluation; 4) Are there some programs too small to be evaluated; 5) What is the need for evaluation from different departments when one department could do it all; 6) Where do you find qualified manpower to evaluate; 7) What is evaluation and how do you go about it?

Region IV Workshop - Friday, October 15, 1971

Evaluation Procedures for Large and Small Volunteer Programs (Cont'd)

Some answers were: 1) Design variations as a function of size of program; 2) The experience of Project VOICE at Washington Technical Institute is a result of concurrent evaluations; 3) Evaluation should be involved from the initial planning of the project; 4) Evaluation is necessary for funding and helps keep the project realistic; 5) Evaluation is used as a management tool; 6) The overall component goals are the base; 7) Evaluation of volunteers gives a concise description of what is; 8) It is important because of early feedback in useful form; 9) Evaluation of intangibles difficult, spontaneous remarks; 10) There has been research in affective domain, "ERIC".

Information given to further aid in considering evaluation was a listing prepared by Dr. Hypps:

What does evaluation do?

Shares in the wording of program objectives
Runs concurrently with the program
Gives written description of its procedures
Prepares any necessary forms
Makes on site observations
Asks reactions of participants
Asks reactions of staff
Compiles and analyzes information
Identifies problems, helps suggest solutions
Supplies periodic feedback to administrator
Submits final evaluative report.

Mrs. William Ewing, an outstanding volunteer in education in the Louisville, Kentucky Public Schools, was called on to give the closing remarks. Mrs. Ewing challenged all those who attended the Region IV Workshop to go back to their communities filled with the spirit of volunteerism. Her final summation was that in service to others there is no higher calling among mankind and that the true volunteer is at the top of this list.

Region IV Workshop

Workshop Evaluation

Only three questions were asked of the persons attending the workshop sessions and discussion groups. Here are their unedited replies.

Question 1. What is the most significant thing that I learned or experienced from being here?

Answers:

Others have many problems as I do.
It was a good thing to exchange materials, addresses and ideas.
Learning about what other people were doing.
It was great to meet others who were excited about volunteers being an asset to education.
Sources of materials and samples of materials being used in other areas.
Being able to talk with persons in other related areas.
Ideas about tutorial programs, also recruiting and training.
All most excellent.
The wealth of possibilities available for volunteer programs in our school district.
Resources obtained are most valuable part of conference.
Found the conference to be middle-class -- organized bureau oriented with few problems related to poor, rural, untrained people in communities where there actually were no resources.
The exchange of ideas and information presented was invaluable.
The bringing together of resources in terms of persons and written materials.
That many school systems really want volunteers.
A brainstorming workshop session. Could have been better prepared by knowing this type would be the format of the participants.
Need for a liaison person - a coordinator of volunteers.
Comparing operations of other volunteer programs and sharing experiences.
One workshop group was poorly led and organized and never got to the crux of the problem. Disappointing.
I enjoyed finding out about the different kinds of programs.
How much is being done through Project VOICE and other reading programs.

Region IV Workshop

Workshop Evaluation (Cont'd)

Answers to Question 1 (Cont'd)

Too much stress on "funding" for paid volunteers.
I was sorry to hear that people must be paid in order to do what needs to be done - person to person. Happy that some are still "at it".
Interesting legal aspects of volunteerism before going too far in program development. We are better at giving than receiving.
Many very defensive about what they think of as imposed programs.
That other persons are interested in same program. Contacts with persons who can give answers to problems.
What funds are available for training.
That the potential exists for many volunteer programs.
To develop programs which run concurrently and which complement one another rather than overlap unnecessarily.
The strengths and weaknesses of my own program in comparison with others.
Meeting people and talking to them about projects.
Training session only focused on reading. This is only a small part of a volunteer program.
Meeting the people in the field and discussion of funding.
Most programs are fragmented -- going into many directions.
I'm afraid that many of the participants will "kill" their volunteer programs if more planning is not accomplished.
Many talk of education as if it is not a fundamental part of community and blame educators. Educators in high places must wake up.
Is volunteer the best name for our people?
The many ways in which volunteers can be utilized.
I have learned the many ways volunteers can be used in our schools other than as substitute teachers.
The concern for human giving and the many problems and agencies identified with volunteers.
Associations and sharing our experiences with others has served as a battery recharging station.
The materials which I received.
How little people know about volunteers.
Dr. Freeman's comments about her methods for teacher vocabulary enrichment as a prelude to better teaching of reading in "inner city" schools.
The program would have been more meaningful for me if types of volunteer programs had been organized to meet separately, such as reading, tutoring, library, adult literacy, etc.
I picked up several ideas.

Region IV Workshop

Workshop Evaluation (Cont'd)

Question 2. Am I more motivated to do something about volunteers in education than before? _____Yes _____No

Answers:

Yes = 85% No = 8% Both = 3.5% No Reply = 3.5%

Question 3. If yes, What do you plan?

Answers:

Try to get teachers and volunteers together more often
Work to get the volunteer program accepted in my county as a whole
A more comprehensive program to begin with an advisory committee
Establish a program of some sort in cur local school system
Get more people involved
To begin immediately with the schools to find out what their needs are in relation to volunteers
To continue working on volunteer programs in my six U.S. projects
Begin some pilot programs in various schools
Establishment of a model for replication of volunteers in education for the state
Be more understanding of schools' feeling about using volunteers
More of same, only twice the effort
Will attempt work with students in our universities, colleges and junior colleges in our area - not only in tutorial programs
Present a resume with suggestions for implementation to Superintendent to be given to the Board of Education for approval
Start a volunteer program
More specific training programs in Follow Through
To work with the local program, the State Department of Education and the National School Volunteer Program to develop a model which can serve to demonstrate the feasibility and advantages of TRAINED Volunteers in Education
A vast extension of my present endeavor

Region IV Workshop

Workshop Evaluation (Cont'd)

Answers to Question 3 (Cont'd)

To try and obtain funds to provide a staff at the State Department level for coordinator of volunteers
Re-examination of a part of our program which is extensive
I want to communicate more with people in other places in the United States
Recommend that volunteers be used in many of these ways in our school system
I plan to organize a pilot volunteer program in my school as an initial beginning to volunteer programs in my system
Coordination of groups and organizations to better utilize the volunteer in all efforts
To share my experiences with others
Put into practice the action here and keep in touch and expand
I plan to encourage our projects to pay volunteers for attending training sessions
We have had difficulty in recruiting low-income volunteers. This plan may help
To continue writing materials
Try to get school system to expand use of volunteers in actual teaching assistance under supervision of professions
I plan to continue our volunteer program and to implement it
Use ideas I received from personal visits with other coordinators

Post Workshop Mail

Persons from many of the southeastern states have corresponded with Project VOICE since the workshop. Their comments are enthusiastic proving that some of the interest generated at the Workshop really was injected into "back home" plans and programs. Perhaps these expressions of after the workshop - - what are best epitomized by the following excerpt:

..."The Workshop addressed itself to the needs of the participants and has already led to the submission of state-wide plans by five State Departments of Education in the Region."

(signed) Grace E. Watson
Chief
Volunteers in Education